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Sustainable development: education for sustainable development

Ecuador:* draft resolution

Education for sustainable development in the framework of the 2030 Agenda for Sustainable Development

The General Assembly,

Recalling its resolution 69/211 of 19 December 2014 and other previous resolutions on the United Nations Decade of Education for Sustainable Development,

Reaffirming its resolution 70/1 of 25 September 2015, entitled "Transforming our world: the 2030 Agenda for Sustainable Development", in which it adopted a comprehensive, far-reaching and people-centred set of universal and transformative Sustainable Development Goals and targets, its commitment to working tirelessly for the full implementation of the Agenda by 2030, its recognition that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development, its commitment to achieving sustainable development in its three dimensions — economic, social and environmental — in a balanced and integrated manner, and to building upon the achievements of the Millennium Development Goals and seeking to address their unfinished business,

Reaffirming also the commitment made in the 2030 Agenda for Sustainable Development to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,

Reaffirming further the commitment made in the 2030 Agenda for Sustainable Development to ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development,

Reaffirming its resolution 69/313 of 27 July 2015 on the Addis Ababa Action Agenda of the Third International Conference on Financing for Development, which

* On behalf of the States Members of the United Nations that are members of the Group of 77 and China.

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is an integral part of the 2030 Agenda for Sustainable Development, supports and complements it, helps to contextualize its means of implementation targets with concrete policies and actions, and reaffirms the strong political commitment to address the challenge of financing and creating an enabling environment at all levels for sustainable development in the spirit of global partnership and solidarity,

Welcoming the successful conclusion of the United Nations Conference on Housing and Sustainable Urban Development (Habitat III), held in Quito from 17 to 20 October 2016,

Acknowledging the importance for achieving sustainable development of delivering quality education to all girls and boys, which will require reaching children living in extreme poverty, children with disabilities, migrant and refugee children and those in conflict and post-conflict situations and providing safe, non-violent, inclusive and effective learning environments for all, and recognizing the importance of scaling up investments and international cooperation to allow all children to complete free, equitable, inclusive and quality early childhood, primary and secondary education, including through scaling up and strengthening initiatives, such as the Global Partnership for Education, and by upgrading education facilities that are child-, disability- and gender-sensitive and increasing the percentage of qualified teachers in developing countries, including through international cooperation, especially in the least developed countries and small island developing States,

Acknowledging also the importance of adopting science, technology and innovation strategies as integral elements of national sustainable development strategies to help to strengthen knowledge-sharing and collaboration and the importance of scaling up investment in science, technology, engineering and mathematics education and enhancing technical, vocational and tertiary education, distance education and training and of ensuring equal access for women and girls and encouraging their participation therein,

Acknowledging further the importance of education for achieving sustainable development, including in the context of the Millennium Development Goals, Agenda 21,[1] the Plan of Implementation of the World Summit on Sustainable Development (Johannesburg Plan of Implementation),[2] the United Nations Conference on Sustainable Development, the World Conference on Education for Sustainable Development, organized by the Government of Japan and the United Nations Educational, Scientific and Cultural Organization, held in Aichi-Nagoya, Japan, from 10 to 12 November 2014, the World Education Forum 2015, held in Incheon, Republic of Korea, from 19 to 22 May 2015, the 2030 Agenda for Sustainable Development and the Education 2030 Framework for Action, adopted on 4 November 2015 by the General Conference of the United Nations Educational, Scientific and Cultural Organization during its thirty-eighth session,

Noting the key findings contained in the review of the implementation of the United Nations Decade of Education for Sustainable Development, 2005-2014, prepared by the Director General of the United Nations Educational, Scientific and

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[1] *Report of the United Nations Conference on Environment and Development, Rio de Janeiro, 3-14 June 1992*, vol. I, *Resolutions Adopted by the Conference* (United Nations publication, Sales No. E.93.I.8 and corrigendum), resolution 1, annex II.

[2] *Report of the World Summit on Sustainable Development, Johannesburg, South Africa, 26 August-4 September 2002* (United Nations publication, Sales No. E.03.II.A.1 and corrigendum), chap. I, resolution 2, annex.

Cultural Organization,[3] the challenges outlined therein and the recommendations for the realization of the full potential of the Decade,

Noting also the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014,[4] the Aichi-Nagoya Declaration on Education for Sustainable Development, adopted at the World Conference on Education for Sustainable Development,[5] and the Incheon Declaration of the World Education Forum 2015,[6]

Recognizing the importance of promoting a holistic approach to education for sustainable development and of encouraging the reinforcement of the interdisciplinary linkages of the three pillars of sustainable development — economic, social and environmental — including different branches of knowledge,

Recognizing also the role of education for sustainable development in promoting and enhancing public awareness of the eradication of poverty, of sustainable consumption and production, of combating climate change, of building disaster-resilient communities and of promoting a culture of peace and non-violence, among other things,

Stressing the importance of inclusiveness within the United Nations development system and that no country and no one is left behind in the implementation of the present resolution,

Deeply concerned about the impact of disrupted educational services during humanitarian emergencies on efforts to ensure inclusive and equitable quality education and lifelong learning opportunities for all, and recognizing the need to support early childhood education, as well as to promote tertiary education, skills training and vocational education in conflict and crisis situations, where higher education serves as a powerful driver for change, shelters and protects a critical group of young men and women by maintaining their hopes for the future, fosters inclusion and non-discrimination and acts as a catalyst for the recovery and rebuilding of post-conflict countries,

1. *Takes note* of the report of the Director General of the United Nations Educational, Scientific and Cultural Organization on the implementation of education for sustainable development,[7] which provided an overview of education for sustainable development in the framework of the Global Action Programme on Education for Sustainable Development;[4]

2. *Reaffirms* education for sustainable development as a vital means of implementation for sustainable development, as outlined in the Aichi-Nagoya Declaration on Education for Sustainable Development,[5] and as an integral element of the Sustainable Development Goal on quality education and a key enabler of all the other Sustainable Development Goals, and welcomes the increased international recognition of education for sustainable development in quality education and lifelong learning;

3. *Calls upon* the international community to provide inclusive and equitable quality education at all levels — early childhood, primary, secondary, tertiary and distance education, including technical and vocational training — so

[3] A/70/228.
[4] See A/69/76.
[5] A/70/228, annex.
[6] Incheon Declaration: Education 2030: Towards inclusive and equitable quality education and lifelong learning for all.
[7] A/72/130.

that all people may have access to lifelong learning opportunities that help them to acquire the knowledge and skills needed to exploit opportunities to participate fully in society and contribute to sustainable development;

4. *Encourages* Governments and other concerned stakeholders to scale up education for sustainable development action through implementation of the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014;[4]

5. *Encourages* Governments to increase efforts to systemically integrate and institutionalize education for sustainable development in the education sector and other relevant sectors, as appropriate, including through, inter alia, the provision of financial resources, the inclusion of education for sustainable development in relevant policies and the development of the capacities of policymakers, institutional leaders and educators, as well as through the strengthening of research and innovation, and monitoring and evaluation on education for sustainable development in order to support the scaling up of good practices;

6. *Encourages* all countries, intergovernmental bodies, organizations of the United Nations system, relevant non-governmental organizations and all other relevant stakeholders to enhance international cooperation in supporting the efforts of developing countries towards the realization of the full potential of education for sustainable development, respecting national policies and priorities;

7. *Decides* to give consideration, as appropriate, to the contribution of education for sustainable development in the follow-up and review framework of the 2030 Agenda for Sustainable Development;[5]

8. *Invites* the United Nations Educational, Scientific and Cultural Organization, as the specialized United Nations agency for education, to continue its mandated role to lead and coordinate the Education 2030 agenda, in particular through the Sustainable Development Goal Education 2030 Steering Committee, as an inclusive global multi-stakeholder consultation and coordination mechanism for education in the 2030 Agenda for Sustainable Development in accordance with the 2030 Agenda follow-up and review process;

9. *Also invites* the United Nations Educational, Scientific and Cultural Organization, as the lead agency for education for sustainable development, to continue to provide coordination for the implementation of the Global Action Programme on Education for Sustainable Development, in cooperation with Governments, United Nations organizations, funds and programmes, non-governmental organizations and other stakeholders, and to continue to advocate the importance of ensuring adequate resources for education for sustainable development, and calls upon the United Nations system to increase efforts to fully mainstream a gender perspective into the implementation of the Global Action Programme;

10. *Invites* the organizations of the United Nations system, in particular the United Nations Educational, Scientific and Cultural Organization, to continue to provide support and assist States, upon their request, in developing their national capacities to promote education for sustainable development, including through knowledge-sharing and standard-setting, the exchange of best practices, data collection, research and study;

11. *Invites* the United Nations Educational, Scientific and Cultural Organization and other relevant United Nations bodies to continue to assess, in

[5] Resolution 70/1.

consultation with States, progress towards the achievement of education for sustainable development;

12. *Urges* the United Nations to intensify support for States in fully implementing the New Urban Agenda, adopted at the United Nations Conference on Housing and Sustainable Urban Development (Habitat III), held in Quito in 2016,[9] which envisages cities and human settlements that fulfil their social function, with a view to progressively achieving equal access for all to public goods and quality services in areas such as education;

13. *Encourages* all countries, relevant intergovernmental bodies, organizations of the United Nations system, relevant non-governmental organizations and all other relevant stakeholders to give due consideration to the contribution of national plans and policies on education to the achievement of sustainable development in the formulation of national, regional and international development policies and international cooperation instruments;

14. *Calls upon* the relevant organizations of the United Nations system, within their respective mandates and resources, to ensure that no country and no one is left behind in the implementation of the present resolution;

15. *Requests* the Secretary-General to submit to the General Assembly at its seventy-fourth session a report on the implementation of the present resolution, and decides to include in the provisional agenda of its seventy-fourth session, under the item entitled "Sustainable development", the sub-item entitled "Education for sustainable development".

[9] Resolution 71/256, annex.